

Kindergarten English Language Arts	
Louisiana Student Standards	Draft Louisiana Connectors (LAC) ¹
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	LAC.RL.K.1 With prompting and support, answer questions about key details in a story.
RL.K.2 With prompting and support, retell familiar stories including key details.	LAC.RL.K.2a With prompting and support, retell a favorite story, including key details. LAC.RL.K.2b With prompting and support, sequence a set of events in a familiar story. LAC.RL.K.2c With prompting and support, identify the beginning, middle, and ending of a familiar story. LAC.RL.K.2d Retell a familiar story (e.g., What was the story about?).
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	LAC.RL.K.3a With prompting and support, identify characters in a story. LAC.RL.K.3b With prompting and support, identify major events (e.g., problem or solution) in a story. LAC.RL.K.3c With prompting and support, show how characters interacted in a story. LAC.RL.K.3d With prompting and support, identify a setting in a story.
RL.K.4 Ask and answer questions about unknown words in a text.	LAC.RL.K.4a Ask questions about unknown words in a text. LAC.RL.K.4b Answer questions about unknown words in a text.
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	LAC.RL.K.5a Answer questions about reading such as "Why do we read? What do we read?" LAC.RL.K.5b Recognize common types of text.

¹ The draft Louisiana Connectors are based on the work developed by the National Center and State Collaborative (NCSC) project, led by five centers and 24 states.

<p>RL.K.6 With prompting and support, define the role of the author and the illustrator of a story in telling the story.</p>	<p>LAC.RL.K.6a With prompting and support, identify the author of a familiar story (e.g., Show me the author, Show me who wrote the book). LAC.RL.K.6b With prompting and support, define the role of the author. LAC.RL.K.6c With prompting and support, identify the illustrator. LAC.RL.K.6d With prompting and support, define the role of the illustrator.</p>
<p>RL.K.7 With prompting and support, make connections between the illustrations in the story and the text.</p>	<p>LAC.RL.K.7a With prompting and support, identify illustrations to aid comprehension. LAC.RL.K.7b With prompting and support, identify the relationship between an illustration and the story.</p>
<p>RL.K.8 (Not applicable to literature)²</p>	
<p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>LAC.RL.K.9 With prompting and support, compare and contrast (i.e., find something the same and something different) between familiar stories.</p>
<p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>LAC.RL.K.10a Answer questions about reading such as "Why do we read? What do we read?" LAC.RL.K.10b Choose a literary text or poems to read and reread, listen to, or view for leisure purposes. LAC.RL.K.10c Engage in group reading of stories or poems by sharing something learned or something enjoyed.</p>
<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>LAC.RI.K.1 With prompting and support, answer questions about key details in a text.</p>
<p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>	<p>LAC.RI.K.2a Discuss key details and main topic of a preferred text. LAC.RI.K.2b With prompting and support identify the main topic. LAC.RI.K.2c With prompting and support, retell/identify key details in a text.</p>
<p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>LAC.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>

² Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.

<p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>LAC.RI.K.4a Ask questions about unknown words in a text. LAC.RI.K.4b Answer questions about unknown words in a text.</p>
<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p>LAC.RI.K.5a Distinguish front of book from back of book. LAC.RI.K.5b Identify the title of an informational text or the title page. LAC.RI.K.5c Identify the title of a story or poem or the title page.</p>
<p>RI.K.6 With prompting and support, define the role of the author and the illustrator of a text in presenting the ideas or information in a text.</p>	<p>LAC.RI.K.6 Identify the author's purpose in an informational text.</p>
<p>RI.K.7 With prompting and support, make connections between the illustrations and the text.</p>	<p>LAC.RI.K.7a Identify a labeled photo or diagram or graphic from within an informational text. LAC.RI.K.7b With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>
<p>RI.K.8 With prompting and support, identify the reason(s) an author gives to support point(s) in a text.</p>	<p>LAC.RI.K.8 With prompting and support, identify the facts an author gives to support points in a text.</p>
<p>RI.K.9 With prompting and support, identify similarities and differences between two texts on the same topic.</p>	<p>LAC.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).</p>
<p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>LAC.RI.K.10a Choose an informational text to read and reread, listen to, or view for leisure or informational purposes (e.g., to answer questions; understand the world around them). LAC.RI.K.10b Engage in group reading of informational text by sharing something learned or something enjoyed.</p>
<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. 	<p>LAC.RF.K.1a During shared reading activities, point to text from top to bottom of page and left to right. LAC.RF.K.1b During shared reading activities, indicate need to turn the page for continued reading. LAC.RF.K.1c Distinguish individual letters from words. LAC.RF.K.1d Identify familiar written words when spoken (e.g., Show me</p>

<ul style="list-style-type: none"> c. Understand that words are separated by spaces in print. d. Recognize and name all upper-and lowercase letters of the alphabet. 	<p>the word "Tony").</p> <p>LAC.RF.K.1g Recognize that words are separated by spaces in print.</p> <p>LAC.RF.K.1e Identify or name uppercase letters of the alphabet.</p>
<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>LAC.RF.K.2a Recognize rhyming words.</p> <p>LAC.RF.K.2b Produce rhyming words.</p> <p>LAC.RF.K.2c Count syllables in spoken words.</p> <p>LAC.RF.K.2d Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>LAC.RF.K.2e Blend and segment syllables in spoken words.</p> <p>LAC.RF.K.2f Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).</p> <p>LAC.RF.K.2g Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).</p> <p>LAC.RF.K.2h Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound(s) for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>LAC.RF.K.3a Recognize the primary sound(s) for each consonant.</p> <p>LAC.RF.K.3b Produce the primary sound(s) for each consonant.</p> <p>LAC.RF.K.3c Identify the long and short vowel sounds in common spellings for the five major vowel sounds.</p> <p>LAC.RF.K.3d Read common kindergarten high frequency words by sight.</p> <p>LAC.RF.K.3e Identify the sound that differs between two similarly spelled words.</p>
<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>LAC.RF.K.4 Participate in reading emergent-reader texts.</p>
<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p>	<p>LAC.W.K.1a Write, draw, or dictate the topic they are communicating about.</p> <p>LAC.W.K.1b Write, draw, or dictate the name of a book of interest.</p> <p>LAC.W.K.1c Produce a statement which states an opinion or preference</p>

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	about the topic or book of interest.
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	LAC.W.K.2a With prompting and support, create an informative/explanatory permanent product (e.g., select/generate words to form a sentence or two) which names the topic they are communicating about and supplies some information about the topic. LAC.W.K.2b Describe information gained from a stimulus (e.g., text, event, photo, etc.).
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	LAC.W.K.3a Generate story ideas in response to a stimulus (e.g., event, photo, text, daily writing log). LAC.W.K.3b Write, dictate, or draw about an event. LAC.W.K.3c Organize the details of an event in the order in which they occurred.
W.K.4 Begins in grade 3.	
W.K.5 With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.	LAC.W.K.5a With guidance and support from adults, use feedback to strengthen permanent products (e.g., add a drawing or detail).
W.K.6 With guidance and support from adults and peers, explore a variety of digital tools by participating in the production of a published writing.	LAC.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish permanent products, including collaborating with peers.
W.K.7 With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	LAC.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	LAC.W.K.8a With guidance and support from adults, recall information from experiences to answer a question. LAC.W.K.8b Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer a question (e.g., “How do we find out?”). LAC.W.K.8c Use provided illustrations or visual displays to gain information on a topic. LAC.W.K.8d With guidance and support from adults, gather information

	(e.g., highlight in text, quote or paraphrase from discussion) from provided sources to answer a question.
W.K.9 Begins in grade 4.	
W.K.10 Begins in grade 3.	
<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 	<p>LAC.SL.K.1 Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>
<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>LAC.SL.K.2a With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.</p> <p>LAC.SL.K.2b Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.</p>
<p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>LAC.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>LAC.SL.K.4a Describe familiar people, places, things, and a single event or series of events.</p> <p>LAC.SL.K.4b With prompting and support, provide additional details to describe familiar people, places, things, and events.</p> <p>LAC.SL.K.4c Describe factual information about familiar people, places, things, and events.</p>
<p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>LAC.SL.K.5 Use drawings or visual displays to add detail to written products or oral discussions.</p>

<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>SL.K.6 Share information from a selected permanent product or a favorite text.</p>
<p>L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. 	<p>LAC.L.K.1a Produce many upper- and lowercase letters.</p> <p>LAC.L.K.1b Use high frequency nouns when communicating.</p> <p>LAC.L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>LAC.L.K.1d Produce complete sentences in shared language activities.</p>
<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>LAC.L.K.2a Capitalize the first word in a sentence and the pronoun "I".</p> <p>LAC.L.K.2b Produce a letter or letters for most consonant and short-vowel sounds (phonemes).</p>
<p>L.K.3 Begins in grade 2.</p>	
<p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> a. With guidance and support, identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. With guidance and support, use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 	<p>LAC.L.K.4a Identify new meanings for familiar words.</p> <p>LAC.L.K.4b Identify an affix or inflectional ending for a frequently occurring word.</p> <p>LAC.L.K.4c Identify the meaning of common inflections and affixes.</p> <p>LAC.L.K.4d Use meanings of common inflections and affixes as a clue to the meaning of an unknown word.</p>

<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none">a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	<p>LAC.L.K.5a With guidance and support from adults, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p> <p>LAC.L.K.5b With guidance and support from adults, match the opposites for frequently used verbs and adjectives.</p> <p>LAC.L.K.5c With guidance and support from adults, use newly acquired words in real-life context.</p>
<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>LAC.L.K.6a Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

Grade 1 English Language Arts	
Louisiana Student Standards	Draft Louisiana Connectors (LAC) ¹
RL.1.1 Ask and answer questions about key details in a text.	LAC.RL.1.1a Answer questions about key details in a story (e.g., who, what, when, where, why). LAC.RL.1.1b Ask questions about key details in a familiar story.
RL.1.2a Retell stories, including key details.	LAC.RL.1.2a Retell a favorite text, including key details. LAC.RL.1.2b Use details to tell what happened in a story.
RL.1.2b Recognize and understand the central message or lesson.	LAC.RL.1.2c Retell the sequence of events in a story.
RL.1.3 Describe characters, settings, and major events in a story, using key details.	LAC.RL.1.3a Answer questions about the beginning, middle, and end of a story. LAC.RL.1.3b Use signal words (e.g., first, next, after, before) and text details to describe events of a story. LAC.RL.1.3c Identify and/or describe the characters from a story. LAC.RL.1.3d Identify and/or describe a major event (e.g., problem or solution) from a story. LAC.RL.1.3e Answer questions regarding key events of stories. LAC.RL.1.3f Identify and/or describe a setting in a story. LAC.RL.1.3g Describe feelings of characters in a story.
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	LAC.RL.1.4a Ask questions to help determine or clarify the meaning of words in a text. LAC.RL.1.4b Answer questions to help determine or clarify the meaning of words in a text. LAC.RL.1.4c Ask questions to help determine or clarify the meaning of phrases in a text. LAC.RL.1.4d Answer questions to help determine or clarify the meaning of phrases in a text.
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide	LAC.RL.1.5a Read books to examine how certain genres are written. LAC.RL.1.5b Identify the purpose of storybooks and informational text.

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reading of a range of text types.	
RL.1.6 Identify who is telling the story at various points in a text.	LAC.RL.1.6 Identify who is telling the story in a text.
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	LAC.RL.1.7a Use text features to aid comprehension. LAC.RL.1.7b Explain a key illustration in the story. LAC.RL.1.7c Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.8 (Not applicable to literature) ²	N/A
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	LAC.RL.1.9 Compare and contrast (what is the same and what is different) the experiences of characters in stories.
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	LAC.RL.1.10a Choose literary texts or poems to read and reread, listen to, or view for leisure purposes. LAC.RL.1.10b Engage in group reading of stories or poems by sharing something learned or something enjoyed.
RI.1.1 Ask and answer questions about key details in a text.	LAC.RI.1.1 Answer questions about key details in a text read, read aloud, or viewed.
RI.1.2 Identify the main topic and retell key details of a text.	LAC.RI.1.2a Discuss key details and main topic of a preferred text. LAC.RI.1.2b Identify the main topic of an informational text. LAC.RI.1.2c Retell/identify key details in an informational text.
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	LAC.RI.1.3 Describe the connection between two individuals, events, or pieces of information in a text.
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	LAC.RI.1.4a Ask questions to help determine or clarify the meaning of words in a text. LAC.RI.1.4b Answer questions to help determine or clarify the meaning of words in a text.

² Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.

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	<p>LAC.RI.1.4c Ask questions to help determine or clarify the meaning of phrases in a text.</p> <p>LAC.RI.1.4d Answer questions to help determine or clarify the meaning of phrases in a text.</p>
<p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>LAC.RI.1.5a Identify text features to aid comprehension.</p> <p>LAC.RI.1.5b Use text features to aid comprehension.</p> <p>LAC.RI.1.5c Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.</p>
<p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>LAC.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>
<p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>LAC.RI.1.7 Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas.</p>
<p>RI.1.8 Identify the reasons an author gives to support points in a text.</p>	<p>LAC.RI.1.8 Identify the facts and details an author gives to support points in a text.</p>
<p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>LAC.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
<p>RI.1.10 With prompting and support read informational texts appropriately complex for grade 1.</p>	<p>LAC.RI.1.10a Choose informational texts to read and reread, listen to, or view for leisure or informational purposes (e.g., to answer questions; understand the world around them).</p> <p>LAC.RI.1.10b Engage in group reading of informational text by sharing something learned or something enjoyed.</p>
<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>LAC.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>LAC.RF.1.1b During shared reading activities, point to text from top to bottom of page, left to right, or to match a spoken (i.e., orally read) word to a written word in various types of text.</p> <p>LAC.RF.1.1c Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.</p> <p>LAC.RF.1.1d Recognize that words are separated by spaces in print.</p> <p>LAC.RF.1.1e Identify or name uppercase letters of the alphabet.</p>

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	LAC.RF.1.1f Identify or name lowercase letters of the alphabet.
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	<p>LAC.RF.1.2a Recognize rhyming words.</p> <p>LAC.RF.1.2b Produce rhyming words.</p> <p>LAC.RF.1.2c Identify long or short vowel sounds in spoken single-syllable words.</p> <p>LAC.RF.1.2d Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>LAC.RF.1.2e Isolate and/or produce initial in consonant-vowel-consonant (CVC) words.</p> <p>LAC.RF.1.2f Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.</p> <p>LAC.RF.1.2g Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.</p> <p>LAC.RF.1.2h Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. 	<p>LAC.RF.1.3a Recognize the sound(s) for each consonant.</p> <p>LAC.RF.1.3b Produce the sound(s) for each consonant.</p> <p>LAC.RF.1.3c Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when spoken).</p> <p>LAC.RF.1.3d Decode regularly spelled CVC words.</p> <p>LAC.RF.1.3e Recognize silent "e" as the reason the vowel sound is a long vowel sound in a word.</p> <p>LAC.RF.1.3f Read common first grade high frequency words by sight.</p> <p>LAC.RF.1.3g Read or identify frequently occurring words with inflectional endings.</p> <p>LAC.RF.1.3h Recognize grade-appropriate irregularly spelled words.</p> <p>LAC.RF.1.3i Identify the sound that differs between two similarly spelled words.</p>
<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate 	<p>LAC.RF.1.4a Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.</p> <p>LAC.RF.1.4b Identify grade-level words with accuracy and appropriate rate on successive attempts.</p>

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<p>rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>LAC.RF.1.4c Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</p>
<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>LAC.W.1.1a Produce an opinion statement about a topic or book of interest and provide accurate information as a reason.</p> <p>LAC.W.1.1b Organize an opinion piece starting with an opinion statement followed by a reason.</p> <p>LAC.W.1.1c Use a description of or detail about familiar people, places, things, and events to support an opinion.</p> <p>LAC.W.1.1d Create an opinion piece that provides a sense of closure.</p>
<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>LAC.W.1.2a Produce a simple statement that names a topic and supplies some facts about the topic.</p> <p>LAC.W.1.2b When creating informative/explanatory permanent products, represent facts and descriptions through the use of illustrations and captions.</p> <p>LAC.W.1.2c Provide a sense of closure to an informative/explanatory permanent product.</p>
<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>LAC.W.1.3a Provide a title that tells the central idea or focus.</p> <p>LAC.W.1.3b Describe a single event or a series of events that includes details about what happened.</p> <p>LAC.W.1.3c Describe a series of events in the order in which they occurred, and when appropriate, use signal words (e.g., <i>first</i>, <i>then</i>, <i>next</i>).</p> <p>LAC.W.1.3d Create a narrative permanent product that provides a sense of closure.</p>
<p>W.1.4 Begins in grade 3.</p>	
<p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>LAC.W.1.5 With guidance and support from adults, use feedback to strengthen permanent products (e.g., add a drawing or detail, reorder events).</p>
<p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in</p>	<p>LAC.W.1.6 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish permanent products, including collaborating</p>

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collaboration with peers.	with peers.
W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	LAC.W.1.7a Participate in shared research and writing projects (e.g., drawings, visual displays, labels). LAC.W.1.7b Generate ideas and or opinions when participating in shared writing projects.
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	LAC.W.1.8a With guidance and support from adults, recall information from experiences to answer a question. LAC.W.1.8b Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer questions (e.g., “How do we find out?”). LAC.W.1.8c Use illustrations and details in a text to obtain facts and compose information on a topic. LAC.W.1.8d With guidance and support from adults, gather information (e.g., highlight in text, quote or paraphrase from discussion) from provided sources to answer a question.
W.1.9 Begins in grade 4.	
W.1.10 Begins in grade 3.	
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 	LAC.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). LAC.SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. LAC.SL.1.1c Ask questions to clear up any confusion about the topics or texts under discussion. LAC.SL.1.1d Engage in small or large group discussions by sharing one's own permanent product.
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other	LAC.SL.1.2a Engage in small or large group discussion of favorite texts or topic presented orally or through other media.

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media.	<p>LAC.SL.1.2b Answer questions about key details in a story (e.g., <i>who, what, when, where, why</i>).</p> <p>LAC.SL.1.2c Ask questions about key details in a familiar story.</p>
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	LAC.SL.1.3 Ask questions about information presented orally in order to clarify something that is not understood.
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<p>LAC.SL.1.4a Retell a favorite text, including key details.</p> <p>LAC.SL.1.4b Describe people, places, things, and a single event or series of events with relevant details.</p> <p>LAC.SL.1.4c Describe factual information and ideas about familiar people, places, things, and events.</p> <p>LAC.SL.1.4d Describe subtopics of larger topics about familiar people, places, things, and events.</p>
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	LAC.SL.1.5 Use drawings or visual displays to add detail to permanent products.
SL.1.6 Produce complete sentences when appropriate to task, audience, and situation.	LAC.SL.1.6b Produce complete sentences (e.g., through dictation, writing, word array, picture) when appropriate to task and situation.
<p>L.1.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Legibly print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., “He hops”; “We hop.”). d. Use personal and possessive pronouns (e.g., <i>I, me, my, they, them, their</i>). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). 	<p>LAC.L.1.1a Produce upper- and lowercase letters.</p> <p>LAC.L.1.1b Use singular and plural nouns with matching verbs in basic sentences.</p> <p>LAC.L.1.1c Use frequently occurring nouns when communicating.</p> <p>LAC.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>) when communicating.</p> <p>LAC.L.1.1e Use verbs to convey a sense of past present or future when communicating.</p> <p>LAC.L.1.1f Use frequently occurring adjectives when communicating.</p> <p>LAC.L.1.1g Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) when communicating.</p> <p>LAC.L.1.1h Use frequently occurring prepositions (e.g., <i>on, in</i>) when communicating.</p> <p>LAC.L.1.1i Produce and expand complete simple and compound declarative, interrogative,</p>

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<ul style="list-style-type: none"> f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<p>imperative, and exclamatory sentences in response to prompts.</p>
<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>LAC.L.1.2a Capitalize the first word in sentence, the pronoun "I", dates, and names of people. LAC.L.1.2b Use end punctuation for sentences. LAC.L.1.2c Produce a letter or letters for consonant and vowel sounds (phonemes).</p>
<p>L.1.3 Begins in grade 2.</p>	
<p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use knowledge of frequently occurring affixes (prefixes and suffixes) to interpret the meaning of a word. 	<p>LAC.L.1.4a Use context within a sentence as a clue to the meaning of a word or phrase. LAC.L.1.4b Use frequently occurring affixes as a clue to the meaning of the word.</p>

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<p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	
<p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>LAC.L.1.5a With guidance and support from adults, identify the category for a given word (e.g., a duck is a bird).</p> <p>LAC.L.1.5b With guidance and support from adults, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p> <p>LAC.L.1.5c With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p> <p>LAC.L.1.5d With guidance and support from adults, use newly acquired words in real-life context.</p>
<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>LAC.L.1.6a Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p>LAC.L.1.6b Use frequently occurring conjunctions to signal simple relationships.</p>

Grade 2 English Language Arts	
Louisiana Student Standards	Draft Louisiana Connectors (LAC) ¹
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	LAC.RL.2.1 Answer <i>who, what, where, when, why, and how</i> questions from stories.
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	LAC.RL.2.2a Use details to recount stories, including fables and folktales from diverse cultures. LAC.RL.2.1b Retell a favorite text, including key details.
RL.2.3 Describe how characters in a story respond to major events and challenges.	LAC.RL.2.3a Describe or select a description of a major event or problem in a story. LAC.RL.2.3b Describe or select a description of how characters respond to major events or problems in a story.
RL.2.4 Describe how words and phrases supply rhythm and meaning in a poem or song; determine the meaning of words and phrases as they are used in text.	No Louisiana Connectors developed for this standard.
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	LAC.RL.2.5a Describe or select the description of what happened (or key events from) in the beginning of the story. LAC.RL.2.5b Describe or select the description of what happened (or key events from) in the end of the story. LAC.RL.2.5c Use signal words (e.g., <i>then, while, because, when, after, before, later</i>) to describe event sequence, actions, and interactions in a story. LAC.RL.2.5d Read books to examine how to write certain genres.

¹ The draft Louisiana Connectors are based on the work developed the National Center and State Collaborative (NCSC) project, led by five centers and 24 states.

<p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>LAC.RL.2.6 Identify different points of view of different characters in a story. (e.g., “Who thinks it is a bad idea to play a joke on a friend?”)</p>
<p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>LAC.RL.2.7a Use illustrations to answer questions about the characters, key events, the problem or solution in a story. LAC.RL.2.7b Use information gained from illustrations to describe elements within the setting. LAC.RL.2.7c Use information gained from illustrations to describe a character's feelings or what a character wanted. LAC.RL.2.7d Use information gained from illustrations to describe a relationship between characters (e.g., mother/daughter, love/hate). LAC.RL.2.7e Use text features to aid comprehension.</p>
<p>RL.2.8 (Not applicable to literature)²</p>	
<p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>LAC.RL.2.9a Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. LAC.RL.2.9b Compare and contrast characters or events between two versions of the same story by different authors or from different cultures.</p>
<p>RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>LAC.RL.2.10 Choose literary texts or poems to read and reread, listen to, or view for leisure purposes.</p>
<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>LAC.RI.2.1 Answer <i>who, what, where, when, why, and how</i> questions from informational text.</p>
<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of</p>	<p>LAC.RI.2.2a Identify the main topic of a multi-paragraph</p>

² Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.

specific paragraphs within the text.	informational text. LAC.RI.2.2b Identify the focus of a paragraph and the details that support the focus in an informational text.
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	LAC.RI.2.3a Identify the sequence of events in an informational text. LAC.RI.2.3b Identify the steps in a process in an informational text. LAC.RI.2.3c Identify the cause and effect relationships in an informational text.
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	LAC.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	LAC.RI.2.5 Identify and use text features (e.g., title, bold print, illustrations, glossaries) to aid comprehension (e.g., locate key facts or information in a text efficiently).
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	LAC.RI.2.6 Identify the main purpose of a text, including what question the author is answering, explaining, or describing.
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	LAC.RI.2.7a Explain or identify what specific images (e.g., a diagram showing how a machine works) teach or inform the reader. LAC.RI.2.7b Use the illustrations and details in a text to describe or identify its key ideas.
RI.2.8 Describe how reasons or evidence support specific points the author makes in a text.	LAC.RI.2.8a Identify the facts and details an author gives to support points in a text. LAC.RI.2.8b Describe how facts and details support specific points the author makes in a text.
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	LAC.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end	LAC.RI.2.10a Choose informational texts to read and reread, listen to, or view for leisure or informational purposes (e.g., to answer questions; understand the world around them).

<p>of the range.</p>	<p>LAC.RI.2.10b Discuss key details and main topic of a preferred text.</p>
<p>RF.2.1 Mastered in grade 1.</p>	
<p>RF.2.2 Mastered in grade 1.</p>	<p>LAC.RF.2.2a Produce single-syllable words by blending sounds (phonemes), including consonant blends. LAC.RF.2.2b Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words. LAC.RF.2.2c Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 	<p>LAC.RF.2.3a Identify long and short vowels in regularly spelled one-syllable words. LAC.RF.2.3b Decode regularly spelled one-syllable words with long vowels. LAC.RF.2.3c Decode regularly spelled two-syllable words with long vowels. LAC.RF.2.3d Decode words with common prefixes and suffixes. LAC.RF.2.3e Recognize and/or read grade appropriate irregularly spelled words. LAC.RF.2.3f Read or identify frequently occurring root words with and without inflectional endings.</p>
<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>LAC.RF.2.4a Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings. LAC.RF.2.4b Identify grade-level words with accuracy and on successive attempts. LAC.RF.2.4c Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions). LAC.RF.2.4d Use context to confirm or self-correct word recognition.</p>
<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>LAC.W.2.1a Produce an opinion statement about a topic or book of interest, supply reasons that support the opinion, and provide a concluding statement. LAC.W.2.1b Connect reasons to the opinion using linking words.</p>

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	LAC.W.2.1c Organize an opinion piece starting with an opinion statement followed by related reasons and ending with a concluding statement.
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	LAC.W.2.2a Produce a statement that names a topic and supplies some facts about the topic. LAC.W.2.2b When creating information/explanatory permanent products represent facts and descriptions through the use of illustrations and captions. LAC.W.2.2c Order factual statements to describe a sequence of events or explain a procedure. LAC.W.2.2d Provide a concluding statement or section to an informative/explanatory permanent product.
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	LAC.W.2.3a Provide a title that tells the central idea or focus. LAC.W.2.3b Describe a single event or series of events by including actions, thoughts, or feelings about <i>who</i> , <i>what</i> , and <i>why</i> . LAC.W.2.3c Describe a series of events in the order in which they occurred, and when appropriate, use signal words (e.g., <i>first</i> , <i>then</i> , <i>next</i>). LAC.W.2.3d Create a narrative permanent product that provides a sense of closure.
W.2.4 Begins in grade 3.	
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	LAC.W.2.5 With guidance and support from adults, use feedback to strengthen permanent products (e.g., add more details or description).
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	LAC.W.2.6 With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish permanent products, including collaborating with peers.
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	LAC.W.2.7a Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). LAC.W.2.7b Generate ideas and or opinions when participating in

	shared writing projects.
<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>LAC.W.2.8a Recall information from experiences to answer a question.</p> <p>LAC.W.2.8b With guidance and support from adults, gather information (e.g., highlight in text, quote or paraphrase from discussion) from provided sources to answer a question.</p> <p>LAC.W.2.8c Use simple note-taking strategies (e.g., double entry journal, Venn diagram, T-chart, discussion web) to record reasons for or against a topic.</p> <p>LAC.W.2.8d Create a permanent product (e.g., T-chart, word sort) to distinguish facts and opinion.</p> <p>LAC.W.2.8e Use simple note-taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.</p>
<p>W.2.9 Begins in grade 4.</p>	
<p>W.2.10 Begins in grade 3.</p>	
<p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<p>LAC.SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).</p> <p>LAC.SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>LAC.SL.2.1c Engage in small or large group discussions by sharing one's own permanent product.</p>
<p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>LAC.SL.2.2a Engage in small or large group discussion of favorite texts presented orally or through other media.</p> <p>LAC.SL.2.2b Recount or describe key ideas or details from literary text read aloud or information presented orally or through other media.</p>
<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify</p>	<p>LAC.SL.2.3 Ask questions about information presented orally in</p>

<p>comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>order to clarify something that is not understood.</p>
<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>LAC.SL.2.4a Share a story or recount an experience with appropriate facts and relevant, descriptive details. LAC.SL.2.4b Describe factual information and ideas about people, places, things, and a single event or series of events. LAC.SL.2.4c Provide at least two facts for each subtopic identified for a larger topic. LAC.SL.2.4d Describe a single event or a series of events by including actions, thoughts, or feelings.</p>
<p>SL.2.5 Create audio recordings of stories or poems with guidance and support from adults and/or peers; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>LAC.SL.2.5 Use drawings or other visual displays to clarify ideas, thoughts, and feelings.</p>
<p>SL.2.6 Produce complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.</p>	<p>LAC.SL.2.6 Produce complete sentences (e.g., through dictation, writing, word array, picture) when appropriate to task and situation.</p>
<p>L.2.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves) and indefinite pronouns (e.g., anyone, everything). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 	<p>LAC.L.2.1a Use collective and irregular plural nouns when communicating. LAC.L.2.1b Use past tense irregular verbs when communicating. LAC.L.2.1c Use reflexive pronouns (e.g., myself, ourselves) when communicating. LAC.L.2.1d Use adjectives and adverbs when communicating. LAC.L.2.1e Produce and expand upon simple or compound sentences.</p>
<p>L.2.2 Demonstrate command of the conventions of standard English</p>	<p>LAC.L.2.2a Capitalize dates, names of people, holidays, product</p>

<p>capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>names, and geographic names.</p> <p>LAC.L.2.2b Use conventional spelling for words with common spelling patterns.</p>
<p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Compare formal and informal uses of English. 	<p>No Louisiana Connectors developed for this standard</p>
<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	<p>LAC.L.2.4a Use sentence context as a clue to the meaning of a word or phrase.</p> <p>LAC.L.2.4b Determine the meaning of a new word formed when a known prefix is added to the known word or root.</p> <p>LAC.L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>LAC.L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>LAC.L.2.4e Use a glossary or beginning dictionary to determine the meaning of a word.</p>
<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 	<p>LAC.L.2.5a Use newly acquired words in real-life context.</p> <p>LAC.L.2.5b Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.</p>

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

LAC.L.2.6a Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).

LAC.L.2.6b Identify connections with previously understood words to acquire the meaning of a new word (e.g., *weeping* is like *crying*).

LAC.L.2.6c Use newly acquired words in real-life context.

LAC.L.2.6d Use adjectives to describe nouns.

LAC.L.2.6e Use adverbs to describe verbs.

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Louisiana Student Standards	Draft Louisiana Connectors (LAC) ¹
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>LAC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</p> <p>LAC.RL.3.1b Answer questions (literal and inferential) and refer to text to support your answer.</p> <p>LAC.RL.3.1c Support inferences, opinions, and conclusions using evidence from the text including illustrations.</p>
<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>LAC.RL.3.2a Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.</p> <p>LAC.RL.3.2b Use details to recount stories, including fables and folktales from diverse cultures.</p> <p>LAC.RL.3.2c Use information in the text to determine and explain a lesson learned by a character or theme within the story.</p>
<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>LAC.RL.3.3a Explain how characters' actions contribute to the sequence of events/plot.</p> <p>LAC.RL.3.3b Describe a character's traits in a story using details from the text and illustrations.</p> <p>LAC.RL.3.3c Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text.</p> <p>LAC.RL.3.3d Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.</p> <p>LAC.RL.3.3e Describe how a character changed in a story (e.g.,</p>

¹ The draft Louisiana Connectors are based on the work developed the National Center and State Collaborative (NCSC) project, led by five centers and 24 states.

Grade 3 English Language Arts	
Louisiana Student Standards	Draft Louisiana Connectors (LAC) ¹
	different words, thoughts, feelings, actions). LAC.RL.3.3f Analyze how a character's point of view influences a conflict within a text.
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	LAC.RL.3.4a Determine the meaning of literal and nonliteral words and phrases as they are used in a text. LAC.RL.3.4b Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	LAC.RL.3.5a Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph). LAC.RL.3.5b Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).
RL.3.6 Distinguish the student's point of view from that of the narrator or those of the characters.	LAC.RL.3.6a Identify narrator or character's point of view. LAC.RL.3.6b Identify own point of view. LAC.RL.3.6c Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	LAC.RL.3.7a Support inferences, opinions, and conclusions using evidence from the text including illustrations. LAC.RL.3.7b Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story.
RL.3.8 (Not applicable to literature) ²	
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	LAC.RL.3.9 Compare two or more texts or adapted texts on the same topic or by the same author.

² Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.

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Grade 3 English Language Arts	
Louisiana Student Standards	Draft Louisiana Connectors (LAC) ¹
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	LAC.RL.3.10 Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts.
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	LAC.RI.3.1a Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. LAC.RI.3.1b Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	LAC.RI.3.2a Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. LAC.RI.3.2b Determine the main idea of a text; recount the key details and explain how they support the main idea. LAC.RI.3.2c Identify facts that an author uses to support a specific point or opinion.
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	No Louisiana Connectors developed for this standard
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	LAC.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	LAC.RI.3.5a Identify the purpose of a variety of text features. LAC.RI.3.5b Use text features (keywords, glossary) to locate information relevant to a given topic or question. LAC.RI.3.5c Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.
RI.3.6 Distinguish the student’s point of view from that of the author of a text.	LAC.RI.3.6a Identify the author’s purpose in an informational text. LAC.RI.3.6b Identify own point of view about a topic.

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Louisiana Student Standards	Draft Louisiana Connectors (LAC) ¹
	LAC.RI.3.6c Compare own point of view to that of the author.
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<p>LAC.RI.3.7a Use illustrations (e.g., maps, photographs) in informational texts to answer questions.</p> <p>LAC.RI.3.7b Identify information learned from illustrations and information learned from the words in an informational text.</p> <p>LAC.RI.3.7c Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>LAC.RI.3.7d Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.</p>
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<p>LAC.RI.3.8a Identify signal words that help determine what the text structure is in an informational text.</p> <p>LAC.RI.3.8b Describe the connection between sentences and paragraphs in a text.</p>
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	<p>LAC.RI.3.9a Compare two or more texts on the same topic or by the same author.</p> <p>LAC.RI.3.9b When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.</p>
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	LAC.RI.3.10 Read or be read to and recount self-selected informational texts or adapted texts.
RF.3.1 Mastered in grade 1.	
RF.3.2 Mastered in grade 1.	
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<p>LAC.RF.3.3a Identify the meaning of most common prefixes.</p> <p>LAC.RF.3.3b Identify the meaning of most common suffixes.</p>

Grade 3 English Language Arts	
Louisiana Student Standards	Draft Louisiana Connectors (LAC) ¹
<ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words. 	<p>LAC.RF.3.3c Decode regularly spelled one-syllable words with long vowels.</p> <p>LAC.RF.3.3d Decode regularly spelled two-syllable words with long vowels.</p> <p>LAC.RF.3.3e Decode multi-syllable words.</p> <p>LAC.RF.3.3f Recognize and/or read grade appropriate irregularly spelled words.</p>
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>LAC.RF.3.4a Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.</p> <p>LAC.RF.3.4b Identify grade-level words with accuracy.</p> <p>LAC.RF.3.4c Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</p> <p>LAC.RF.3.4d Use context to confirm or self-correct word recognition.</p>
<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 	<p>LAC.W.3.1a Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion.</p> <p>LAC.W.3.1b Provide reasons that support the opinion.</p> <p>LAC.W.3.1c Use linking words and phrases that connect the opinion and reasons.</p> <p>LAC.W.3.1d Provide a concluding statement or section.</p>
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. 	<p>LAC.W.3.2a Produce an informative/explanatory permanent product which introduces a topic and groups related information together.</p> <p>LAC.W.3.2b Develop the topic (i.e., offer additional information which supports the topic) by using facts, definitions, and details.</p> <p>LAC.W.3.2c Include illustrations to enhance clarity and meaning.</p> <p>LAC.W.3.2d Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p>

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Louisiana Student Standards	Draft Louisiana Connectors (LAC) ¹
d. Provide a concluding statement or section.	LAC.W.3.2e Provide a concluding statement or section.
<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 	<p>LAC.W.3.3a Produce a narrative permanent product which establishes a situation by setting up the context for the story and introducing a narrator and/or characters.</p> <p>LAC.W.3.3b Sequence events that unfold naturally.</p> <p>LAC.W.3.3c When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story.</p> <p>LAC.W.3.3d Use temporal words and phrases to signal event order.</p> <p>LAC.W.3.3e Provide a sense of closure.</p>
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	LAC.W.3.4 With guidance and support from adults, produce a permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<p>LAC.W.3.5a With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).</p> <p>LAC.W.3.5b With guidance and support from peers and adults, strengthen permanent products by revising (e.g., review a permanent product, strengthen a story by adding a description or dialogue).</p> <p>LAC.W.3.5c With guidance and support from peers and adults, edit permanent products for clarity and meaning.</p>
W.3.6 With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.	LAC.W.3.6a With guidance and support from adults, use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products).
W.3.7 Conduct short research projects that build knowledge about a topic.	LAC.W.3.7 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

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Louisiana Student Standards	Draft Louisiana Connectors (LAC) ¹
<p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>LAC.W.3.8a Recall information from experiences to use in creating permanent products.</p> <p>LAC.W.3.8b Gather information and facts (e.g., highlight in text, quote or paraphrase from discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics).</p> <p>LAC.W.3.8c Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form a paragraph or essay).</p> <p>LAC.W.3.8d Locate important points on a single topic from two informational texts or sources.</p> <p>LAC.W.3.8e Identify key details in an informational text.</p> <p>LAC.W.3.8f Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.</p> <p>LAC.W.3.8g Sort evidence collected from print and/or digital sources into provided categories.</p>
<p>W.3.9 Begins in grade 4.</p>	
<p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>No Louisiana Connectors developed for this standard</p>
<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 	<p>LAC.SL.3.1a Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p> <p>LAC.SL.3.1b Ask questions to check understanding of information presented in collaborative discussions.</p> <p>LAC.SL.3.1c Link personal ideas and comments to the ideas shared by others in collaborative discussions.</p> <p>LAC.SL.3.1d Express ideas and understanding in light of collaborative discussions.</p>

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Louisiana Student Standards	Draft Louisiana Connectors (LAC) ¹
<ul style="list-style-type: none"> c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 	
<p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>LAC.SL.3.2a Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAC.SL.3.2b Determine the main idea of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAC.SL.3.2c Identify supporting details of an informational text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>LAC.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
<p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>LAC.SL.3.4 Report on a topic, tell a story or recount an experience with appropriate facts and relevant, descriptive details.</p>
<p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>LAC.SL.3.5 Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.</p>
<p>SL.3.6 Speak in complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.</p>	<p>No Louisiana Connectors developed for this standard</p>
<p>L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). 	<p>LAC.L.3.1a Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.</p> <p>LAC.L.3.1b Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), and adjectives and/or adverbs when communicating.</p> <p>LAC.L.3.1c Use correct subject-verb and pronoun-antecedent</p>

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Louisiana Student Standards	Draft Louisiana Connectors (LAC) ¹
<ul style="list-style-type: none"> d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	<p>agreement when communicating.</p> <p>LAC.L.3.1d Produce and expand upon simple and compound sentences.</p>
<p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing word. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>LAC.L.3.2a Capitalize words in holidays, product names, geographic names, and appropriate words in titles.</p> <p>LAC.L.3.2b Use commas accurately in addresses or dialogue when communicating.</p> <p>LAC.L.3.2c Use quotation marks when communicating.</p> <p>LAC.L.3.2d Use conventional spelling and spelling patterns (e.g., <i>word families, syllable patterns, ending rules</i>) when communicating high frequency and/or previously learned words.</p>
<p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English. 	<p>LAC.L.3.3 Choose words and phrases for appropriate effect (e.g., to inform) within writing.</p>
<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix 	<p>LAC.L.3.4a Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.</p> <p>LAC.L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>LAC.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root.</p>

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<p>is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>LAC.L.3.4d Use a glossary or dictionary to determine the meaning of a word.</p>
<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>LAC.L.3.5a Distinguish literal from non-literal meanings of words and phrases in context.</p> <p>LAC.L.3.5b Use newly acquired words in real-life context.</p> <p>LAC.L.3.5c Identify and sort shades of meaning words from general to specific or lesser to specific.</p>
<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>LAC.L.3.6a Use newly acquired conversational and general academic words and phrases accurately when communicating.</p> <p>LAC.L.3.6b Use newly acquired domain-specific words and phrases accurately when communicating.</p>

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RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>LAC.RL.4.1a Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>LAC.RL.4.1b Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama.</p> <p>LAC.RL.4.1c Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you, surprise you?).</p>
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p>LAC.RL.4.2a Use evidence from the text to summarize a story, poem or drama.</p> <p>LAC.RL.4.2b Determine the theme of a story, drama, or poem; refer to text to support answer.</p>
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<p>LAC.RL.4.3a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</p> <p>LAC.RL.4.3b Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.</p> <p>LAC.RL.4.3c Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.</p>
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	LAC.RL.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

¹ The draft Louisiana Connectors are based on the work developed the National Center and State Collaborative (NCSC) project, led by five centers and 24 states.

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<p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>LAC.RL.4.5a Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph).</p> <p>LAC.RL.4.5b Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).</p>
<p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>LAC.RL.4.6a Determine the author's point of view (first- or third-person).</p> <p>LAC.RL.4.6b Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>
<p>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text.</p>	<p>LAC.RL.4.7a Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions.</p> <p>LAC.RL.4.7b Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer.</p> <p>LAC.RL.4.7c Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer.</p>
<p>RL.4.8 (Not applicable to literature)²</p>	
<p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>LAC.RL.4.9a Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures.</p> <p>LAC.RL.4.9b Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>

² Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.

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RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	LAC.RL.4.10 Read or be read to and recount self-selected literary texts, such as stories, dramas, poetry, or adapted texts.
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	LAC.RI.4.1a Refer to details and examples in a text when explaining what the text says explicitly. LAC.RI.4.1b Refer to details and examples in a text when drawing basic inferences from an informational text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	LAC.RI.4.2a Determine the main idea of an informational text. LAC.RI.4.2b Identify supporting details of an informational text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	No Louisiana Connectors developed for this standard
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	LAC.RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	LAC.RI.4.5a Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions). LAC.RI.4.5b Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. LAC.RI.4.5c Organize information presented in an informational text to demonstrate the text structure. LAC.RI.4.5d Use text features (keywords, glossary) to locate information relevant to a given topic or question. LAC.RI.4.5e Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic. LAC.RI.4.5f Use search tools or text features as a means of

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	locating relevant information.
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<p>LAC.RI.4.6a Determine if information in a text is firsthand or secondhand.</p> <p>LAC.RI.4.6b Compare and contrast a firsthand and secondhand account of the same event or topic.</p>
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<p>LAC.RI.4.7a Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions.</p> <p>LAC.RI.4.7b Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears.</p> <p>LAC.RI.4.7c Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	<p>LAC.RI.4.8a Compare and contrast how different authors use reasons and evidence to support the same topics across texts.</p> <p>LAC.RI.4.8b Identify reasons that the author uses to support ideas in an informational text.</p> <p>LAC.RI.4.8c Identify facts that an author uses to support a specific point or opinion.</p>
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<p>LAC.RI.4.9a Report out about two or more texts on the same self-selected topic.</p> <p>LAC.RI.4.9b Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
RI.4.10 By the end of year, read and comprehend informational texts,	LAC.RI.4.10 Read or be read to and recount self-selected

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including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	informational texts or adapted texts.
RF.4.1 Mastered in grade 1.	
RF.4.2 Mastered in grade 1.	
<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	<p>LAC.RF.4.3a Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words.</p> <p>LAC.RF.4.3b Identify grade level words with accuracy and on successive attempts.</p> <p>LAC.RF.4.3d Recognize and/or read grade appropriate irregularly spelled words.</p>
<p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>LAC.RF.4.4a Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.</p> <p>LAC.RF.4.4b Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</p> <p>LAC.RF.4.4c Use context to confirm or self-correct word recognition.</p>
<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion 	<p>LAC.W.4.1a Produce an opinion piece which introduces the topic or text, states an opinion, and groups related ideas together.</p> <p>LAC.W.4.1b Provide reasons which include facts and details that support the stated opinion.</p> <p>LAC.W.4.1c Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>LAC.W.4.1d Provide a concluding statement or section related to the opinion presented.</p>

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presented.	
<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	<p>LAC.W.4.2a Produce an informative/explanatory permanent product which introduces a topic clearly and groups related information.</p> <p>LAC.W.4.2b Develop the topic (i.e., add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>LAC.W.4.2c Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic.</p> <p>LAC.W.4.2d Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>LAC.W.4.2e Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LAC.W.4.2f Provide a concluding statement or section related to the information presented.</p>
<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	<p>LAC.W.4.3a Produce a narrative permanent product which orients the reader by setting up the context for the story and introducing a narrator and/or characters.</p> <p>LAC.W.4.3b Sequence events that unfold naturally.</p> <p>LAC.W.4.3c When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>LAC.W.4.3d Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>LAC.W.4.3e Use concrete words and phrases and sensory details to convey experiences and events.</p> <p>LAC.W.4.3f Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.</p>

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W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	LAC.W.4.4a Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<p>LAC.W.4.5a With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).</p> <p>LAC.W.4.5b With guidance and support from peers and adults, strengthen permanent products by revising (e.g., review a permanent product, strengthen an informative permanent product by adding a concrete detail).</p> <p>LAC.W.4.5c With guidance and support from peers and adults, edit permanent products for clarity and meaning.</p>
W.4.6 With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.	LAC.W.4.6 With guidance and support from adults, use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products).
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	LAC.W.4.7 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<p>LAC.W.4.8a Recall relevant information from experiences to use in creating permanent products.</p> <p>LAC.W.4.8b Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics).</p> <p>LAC.W.4.8c Identify key details from an informational text.</p> <p>LAC.W.4.8d Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources into provided categories.</p> <p>LAC.W.4.8e Provide a list of sources that contributed to the</p>

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	creation of a permanent product.
<p>W.4.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). c. 	<p>LAC.W.4.9 Provide evidence from texts when producing permanent products.</p>
<p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	No Louisiana Connectors developed for this standard
<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	<p>LAC.SL.4.1a Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p> <p>LAC.SL.4.1b Ask questions to check understanding of information presented in collaborative discussions.</p> <p>LAC.SL.4.1c Make appropriate comments that contribute to a collaborative discussion.</p> <p>LAC.SL.4.1d Review the key ideas expressed within a collaborative discussion.</p>
<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>LAC.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>SL.4.3 Identify the reasons and evidence a speaker provides to support</p>	<p>LAC.SL.4.3 Identify the reasons and evidence a speaker provides</p>

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particular points.	to support particular points.
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	LAC.SL.4.4a Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details.
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	LAC.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task, audience, and situation.	No Louisiana Connectors developed for this standard
<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). 	<p>LAC.L.4.1a Use relative pronouns and relative adverbs when communicating.</p> <p>LAC.L.4.1b Use prepositional phrases when communicating.</p> <p>LAC.L.4.1c Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>
<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. 	<p>LAC.L.4.2a Use correct capitalization when communicating.</p> <p>LAC.L.4.2b Use commas and quotation marks when communicating.</p>

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<ul style="list-style-type: none"> b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 	<p>LAC.L.4.2c Spell grade-appropriate words correctly in writing, consulting references as needed.</p>
<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	<p>LAC.L.4.3 Choose words and phrases for appropriate effect (e.g., to inform) when communicating.</p>
<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p>LAC.L.4.4a Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.</p> <p>LAC.L.4.4b Use common grade-appropriate roots and affixes as clues to the meaning of a word.</p> <p>LAC.L.4.4c Use a glossary, dictionary, or thesaurus to determine the meaning of a word.</p>
<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not 	<p>LAC.L.4.5a Identify simple similes in context.</p> <p>LAC.L.4.5b Identify simple metaphors in context.</p> <p>LAC.L.4.5c Relate words to their opposites (antonyms).</p> <p>LAC.L.4.5d Relate words to words with similar but not identical meanings (synonyms).</p> <p>LAC.L.4.5e Identify the meaning of common idioms.</p>

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identical meanings (synonyms).	
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	LAC.L.4.6a Use grade-appropriate general academic and domain-specific words and phrases accurately when communicating.

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RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	LAC.RL.5.1a Refer to details and examples in a text when explaining what the text says explicitly. LAC.RL.5.1b Refer to specific text evidence to support inferences, interpretations, or conclusions.
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	LAC.RL.5.2a Summarize a portion of text such as a paragraph or a chapter. LAC.RL.5.2b Summarize a text from beginning to end in a few sentences. LAC.RL.5.2c Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	LAC.RL.5.3a Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison. LAC.RL.5.3b Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.	LAC.RL.5.4 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to	LAC.RL.5.5a Use signal words (e.g., <i>meanwhile</i> , <i>unlike</i> , <i>next</i>) to

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Louisiana Student Standards	Draft Louisiana Connectors (LAC) ¹
provide the overall structure of a particular story, drama, or poem.	identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text. LAC.RL.5.5b Explain how a series of chapters fits together to provide the overall structure of a particular text.
RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.	LAC.RL.5.6a Describe how a narrator's or speaker's point of view influences how events are described. LAC.RL.5.6b Explain how the description of characters, setting, or events might change if the person telling the story changed. LAC.RL.5.6c Interpret the meaning of metaphors and similes to help explain the setting within a text. LAC.RL.5.6d Interpret the meaning of metaphors and similes to help determine the mood within a text.
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	LAC.RL.5.7 Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.8 (Not applicable to literature) ²	
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	LAC.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	LAC.RL.5.10a Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction. LAC.RL.5.10b Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	LAC.RI.5.1a Quote accurately from a text when explaining what the text says explicitly.

² Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.

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Louisiana Student Standards	Draft Louisiana Connectors (LAC) ¹
	LAC.RI.5.1b Quote accurately from a text to support inferences.
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<p>LAC.RI.5.2a Determine the main idea, and identify key details to support the main idea.</p> <p>LAC.RI.5.2b Summarize the text or a portion of the text read, read aloud, or presented in diverse media.</p>
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<p>LAC.RI.5.3a Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.</p> <p>LAC.RI.5.3b Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>LAC.RI.5.3c Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information across texts.</p>
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	LAC.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts.	<p>LAC.RI.5.5a Use signal words as a means of locating information (e.g., knowing that <i>because</i> or <i>as a result of</i> may help link a cause to a result).</p> <p>LAC.RI.5.5b Use signal words to identify common types of text structures.</p> <p>LAC.RI.5.5c Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	LAC.RI.5.6 Note important similarities and differences in the point of view of multiple accounts of the same event or topic.

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<p>RI.5.7 Utilize information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>LAC.RI.5.7a Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem.</p> <p>LAC.RI.5.7b Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).</p>
<p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>LAC.RI.5.8a Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>LAC.RI.5.8b Identify reasons and evidence that support an author's point(s) in a text.</p> <p>LAC.RI.5.8c Identify the author's stated thesis/claim/opinion.</p> <p>LAC.RI.5.8d Identify evidence the author uses to support stated thesis/claim/opinion.</p>
<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>LAC.RI.5.9a Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).</p> <p>LAC.RI.5.9b Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.</p>
<p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>LAC.RI.5.10a Read or be read to a variety of informational texts or adapted texts.</p> <p>LAC.RI.5.10b Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.</p>
<p>RF.5.1 Mastered in grade 1.</p>	
<p>RF.5.2 Mastered in grade 1.</p>	
<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;">a. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>LAC.RF.5.3 Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.</p>

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<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>LAC.RF.5.4 Use context to confirm or self-correct word recognition.</p>
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented. 	<p>LAC.W.5.1a Produce an opinion piece which has an introduction that states an opinion and has an organizational structure in which ideas are logically grouped to support the writer's opinion.</p> <p>LAC.W.5.1b Provide relevant facts to support the reasons and stated opinion.</p> <p>LAC.W.5.1c Link opinion and reasons using words and phrases.</p> <p>LAC.W.5.1d Provide a concluding statement or section related to the opinion presented.</p>
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 	<p>LAC.W.5.2a Produce an informative/explanatory permanent product which has an introduction that includes context/background information on a topic and establishes a central idea or focus about the topic.</p> <p>LAC.W.5.2b Group related information logically.</p> <p>LAC.W.5.2c Develop the topic (i.e., add additional information related to the topic) with facts, definitions, concrete details, quotations, or other information and examples.</p> <p>LAC.W.5.2d Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic.</p> <p>LAC.W.5.2e Use transitional words and phrases to connect ideas.</p>

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Louisiana Student Standards	Draft Louisiana Connectors (LAC) ¹
<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>LAC.W.5.2f Use precise language and domain-specific vocabulary to inform about or explain the topic. LAC.W.5.2g Provide a concluding statement or section related to the information presented.</p>
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situation.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>LAC.W.5.3a Produce a narrative permanent product which orients the reader by establishing a situation and introducing a narrator and/or characters. LAC.W.5.3b Organize an event so that it unfolds naturally. LAC.W.5.3c When appropriate use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. LAC.W.5.3d Use transitional words and phrases to manage the sequence of events. LAC.W.5.3e Use concrete words and phrases and sensory details to convey experiences and events precisely. LAC.W.5.3f Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.</p>
<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>LAC.W.5.4 Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).</p>
<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.</p>	<p>LAC.W.5.5a With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft). LAC.W.5.5b With guidance and support from peers and adults, strengthen permanent products by revising and editing (e.g., review a permanent product, strengthen an opinion piece by adding another reason, fix incorrect spelling).</p>
<p>W.5.6 With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.</p>	<p>LAC.W.5.6 Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on writing).</p>

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<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>LAC.W.5.7 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>
<p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>LAC.W.5.8a Recall relevant information from experiences to use in permanent products.</p> <p>LAC.W.5.8b Gather information (e.g., highlight in text, quote or paraphrase from a source) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic.</p> <p>LAC.W.5.8c Sort evidence collected from print and/or digital sources into provided categories.</p> <p>LAC.W.5.8d Provide a list of sources that contributed to the creation of a permanent product.</p>
<p>W.5.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>LAC.W.5.9 Provide evidence from texts when producing permanent products.</p>
<p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>No Louisiana Connectors developed for this standard</p>
<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>,</p>	<p>LAC.SL.5.1a Make appropriate comments that contribute to a collaborative discussion.</p>

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<p>building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	<p>LAC.SL.5.1b Review the key ideas expressed within a collaborative discussion.</p>
<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>LAC.SL.5.2a Determine the narrative point of view of a text read, read aloud, or viewed. LAC.SL.5.2b Summarize the text or a portion of the text read, read aloud, or presented in diverse media.</p>
<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>LAC.SL.5.3a Identify a speaker's points or claims. LAC.SL.5.3b Summarize the points a speaker makes. LAC.SL.5.3c Identify reasons and evidence that a speaker provides to support points or claims. LAC.SL.5.3d Explain how at least one claim in a discussion is supported by reasons and evidence.</p>
<p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>LAC.SL.5.4a Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details. LAC.SL.5.4b Elaborate on each fact or opinion given in support of a claim with relevant details.</p>
<p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>LAC.SL.5.5a Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic. LAC.SL.5.5b Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support</p>

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	the topic or theme.
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation.	No Louisiana Connectors developed for this standard
L.5.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). 	LAC.L.5.1a Use appropriate verb tense to convey times, sequence, state, and condition. LAC.L.5.1b Recognize and correct inappropriate shifts in verb tense. LAC.L.5.1c Identify and use conjunctions, prepositions, and interjections when communicating. LAC.L.5.1d Produce simple, compound, and complex sentences in writing.
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	LAC.L.5.2a Use punctuation to separate items in a series. LAC.L.5.2b Use commas accurately when communicating. LAC.L.5.2c Spell words correctly when communicating, consulting references as needed.
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	LAC.L.5.3 Expand, combine, and reduce sentences for meaning, reader interest, and style when communicating.

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<p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p>LAC.L.5.4a Use context to determine the meaning of unknown or multiple meaning words.</p> <p>LAC.L.5.4b Use common grade-appropriate roots and affixes as clues to the meaning of a word.</p> <p>LAC.L.5.4c Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</p> <p>LAC.L.5.4d Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the meaning of a word.</p> <p>LAC.L.5.4e Identify the denotation for a known word.</p>
<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	<p>LAC.L.5.5a Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.</p> <p>LAC.L.5.5b Use figurative language in context, including similes and metaphors.</p> <p>LAC.L.5.5c Identify the meaning of common idioms or proverbs.</p> <p>LAC.L.5.5d Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.</p>
<p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>LAC.L.5.6a Use grade-appropriate general academic and domain-specific words and phrases accurately.</p>

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RL.6.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>LAC.RL.6.1a Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>LAC.RL.6.1b Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.</p> <p>LAC.RL.6.1c Use the specific details from the text to support inferences and explanations about plot development.</p>
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p>LAC.RL.6.2a Select key details about a character and relate those details to a theme within the text.</p> <p>LAC.RL.6.2b Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.</p> <p>LAC.RL.6.2c Summarize a text from beginning to end in a few sentences without including personal opinions.</p>
RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<p>LAC.RL.6.3a Describe how the plot unfolds in a story.</p> <p>LAC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution.</p>
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	LAC.RL.6.4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	LAC.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	<p>LAC.RL.6.6a Determine the narrative point of view.</p> <p>LAC.RL.6.6b Identify and describe how the narrative point of view influences the reader's interpretation.</p> <p>LAC.RL.6.6c Explain how an author develops the point of view of the narrator or speaker in a text.</p>
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	LAC.RL.6.7 Compare the experience of reading a story or drama to listening to or viewing an audio, video, or live version of the text.
RL.6.8 (Not applicable to literature) ²	
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	LAC.RL.6.9 Compare texts from different genres that have a similar theme or address the same topic.
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>LAC.RL.6.10a Read or be read to a variety of literary texts or adapted texts, including historical novels, fantasy stories and novels, poetry, and fiction.</p> <p>LAC.RL.6.10b Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.</p>
RI.6.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	LAC.RI.6.1 Use textual evidence to support inferences.
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	LAC.RI.6.2 Provide a summary of the text distinct from personal opinions or judgments.
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<p>LAC.RI.6.3a Identify key individuals, events, or ideas in a text.</p> <p>LAC.RI.6.3b Determine how key individuals, events, or ideas are</p>

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	<p>introduced in a text.</p> <p>LAC.RI.6.3c Determine how key individuals, events, or ideas are illustrated in a text.</p> <p>LAC.RI.6.3d Determine how key individuals, events, or ideas are elaborated or expanded on in a text.</p>
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	LAC.RI.6.4 Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	LAC.RI.6.5 Use signal words as a means of locating information (e.g., knowing that <i>because</i> or <i>as a result of</i> may help link a cause to a result.
RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	LAC.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed.
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<p>LAC.RI.6.7a Identify what is learned from different media or formats compared to what is learned via written words or spoken words.</p> <p>LAC.RI.6.7b Summarize information gained from a variety of sources including media or texts.</p> <p>LAC.RI.6.7c Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).</p>
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p>LAC.RI.6.8a Identify an argument or claim that the author makes.</p> <p>LAC.RI.6.8b Evaluate the claim or argument; determine if it is supported by evidence.</p> <p>LAC.RI.6.8c Distinguish claims or arguments from those that are supported by evidence from those that are not.</p>
RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	LAC.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

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<p>RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>LAC.RI.6.10a Read or be read to a variety of informational texts or adapted texts.</p> <p>LAC.RI.6.10b Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.</p>
<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 	<p>LAC.W.6.1a Produce a persuasive permanent product which has an introduction that introduces a claim.</p> <p>LAC.W.6.1b Create an organizational structure in which ideas are logically grouped to support the claim.</p> <p>LAC.W.6.1c Support the claim with clear reasons and relevant evidence from credible sources.</p> <p>LAC.W.6.1d Use words, phrases, and clauses to link the claim and reasons.</p> <p>LAC.W.6.1e Provide a concluding statement or section that follows the argument presented.</p> <p>LAC.W.6.1f Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.</p>
<p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the 	<p>LAC.W.6.2a Produce an informative/explanatory permanent product which has an introduction that includes context/background information on a topic and establishes a central idea or focus about the topic.</p> <p>LAC.W.6.2b Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).</p> <p>LAC.W.6.2c Develop the topic (i.e., add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>LAC.W.6.2d Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to promote reading understanding.</p> <p>LAC.W.6.2e Use transitional words, phrases, and clauses that connect ideas.</p> <p>LAC.W.6.2f Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>

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information or explanation presented.	<p>LAC.W.6.2g Maintain a consistent style and voice.</p> <p>LAC.W.6.2h Provide a concluding statement or section that follows from the information presented.</p>
<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. 	<p>LAC.W.6.3a Produce a narrative permanent product which engages and orients the reader by establishing a context and introducing a narrator and/or characters.</p> <p>LAC.W.6.3b Organize events so they unfold naturally.</p> <p>LAC.W.6.3c When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>LAC.W.6.3d Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>LAC.W.6.3e Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>LAC.W.6.3f Provide a conclusion that follows from the narrated experiences or events.</p> <p>LAC.W.6.3g Use figurative language appropriately, including similes and metaphors.</p>
<p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>LAC.W.6.4 Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).</p>
<p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.</p>	<p>LAC.W.6.5a With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).</p> <p>LAC.W.6.5b With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen an informative/explanatory permanent product by adding transitional phrases, fix incorrect verb tense).</p>
<p>W.6.6 Produce and publish grade-appropriate writing using technology either independently or in collaboration with others.</p>	<p>LAC.W.6.6 Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word</p>

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	processing to generate and collaborate on writing).
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	LAC.W.6.7 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<p>LAC.W.6.8a Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic.</p> <p>LAC.W.6.8b Quote or paraphrase the data and conclusions of others while avoiding plagiarism.</p> <p>LAC.W.6.8c Provide a bibliography for sources that contributed to the creation of a permanent product.</p>
<p>W.6.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	LAC.W.6.9 Provide evidence from texts when producing permanent products.
W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No Louisiana Connectors developed for this standard
<p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence</p>	<p>LAC.SL.6.1a Make appropriate comments that contribute to a collaborative discussion.</p> <p>LAC.SL.6.1b Review the key ideas expressed within a collaborative discussion linking multiple perspectives together.</p>

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<p>on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	
<p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>LAC.SL.6.2a Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).</p> <p>LAC.SL.6.2b Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.</p>
<p>SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>LAC.SL.6.3a Summarize the points a speaker makes.</p> <p>LAC.SL.6.3b Summarize the points an author makes.</p> <p>LAC.SL.6.3c Distinguish claims or arguments from those that are supported by evidence from those that are not.</p> <p>LAC.SL.6.3d Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.</p>
<p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>LAC.SL.6.4 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.</p>
<p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>LAC.SL.6.5a Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>LAC.SL.6.5b Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</p>
<p>SL.6.6 Adapt speech to a variety of contexts, audiences, and tasks,</p>	<p>No Louisiana Connectors developed for this standard</p>

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demonstrating command of formal English when indicated or appropriate.	
<p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. 	<p>LAC.L.6.1 Use strategies (e.g., clarify language and grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.</p>
<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly. 	<p>LAC.L.6.2a Use commas, parentheses, and/or dashes to set off nonrestrictive/parenthetical elements.</p> <p>LAC.L.6.2b Spell words correctly when communicating.</p>
<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. 	<p>LAC.L.6.3 Vary sentence patterns for meaning, reader interest, and style when communicating.</p>
<p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as 	<p>LAC.L.6.4a Use context to determine the meaning of unknown or multiple meaning words.</p> <p>LAC.L.6.4b Use common grade-appropriate roots and affixes as clues to the meaning of a word.</p> <p>LAC.L.6.4c Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</p>

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<p>clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>LAC.L.6.4d Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p> <p>LAC.L.6.4e Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p> <p>LAC.L.6.4f Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p>
<p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>	<p>LAC.L.6.5a Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.</p> <p>LAC.L.6.5b Interpret the use of personification within a text.</p> <p>LAC.L.6.5c Use figurative language appropriately, including similes and metaphors.</p> <p>LAC.L.6.5d Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.</p> <p>LAC.L.6.5e Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>LAC.L.6.5f Identify the connotative meaning (i.e., the idea associated with the word) of a word or phrase.</p>
<p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>LAC.L.6.6a Use grade-appropriate general academic and domain-specific words and phrases accurately.</p>

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RL.7.1 Cite several pieces of relevant evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	LAC.RL.7.1a Refer to details and examples in a text when explaining what the text says explicitly. LAC.RL.7.1b Use two or more pieces of textual evidence to support conclusions, or summaries of text.
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	LAC.RL.7.2a Determine the theme or central idea of a text. LAC.RL.7.2b Analyze the development of the theme or central idea over the course of the text.
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	LAC.RL.7.3a Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text). LAC.RL.7.3b Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	LAC.RL.7.4a Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. LAC.RL.7.4b Identify alliteration within text. LAC.RL.7.4c Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or drama.
RL.7.5 Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.	LAC.RL.7.5 Examine how the structure of a poem or drama adds to its meaning.
RL.7.6 Analyze how an author develops and contrasts the points of view of	LAC.RL.7.6 Compare and contrast the points of view of different

¹ The draft Louisiana Connectors are based on the work developed by the National Center and State Collaborative (NCSC) project, led by five centers and 24 states.

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different characters or narrators in a text.	characters in the same text.
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	LAC.RL.7.7a Compare and contrast a story, drama, or poem when presented in two different mediums. LAC.RL.7.7b Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums.
RL.7.8 (Not applicable to literature) ²	
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	LAC.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	LAC.RL.7.10a Read or be read to a variety of literary texts or adapted texts including historical novels, dramas or plays, poetry (including soliloquies and sonnets), and fiction. LAC.RL.7.10b Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.
RI.7.1 Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	LAC.RI.7.1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	LAC.RI.7.2a Determine the central idea of a text. LAC.RI.7.2b Analyze the development of the central idea over the course of the text. LAC.RI.7.2c Create an objective summary of a text.
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	LAC.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

² Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.

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<p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>LAC.RI.7.4a Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p> <p>LAC.RI.7.4b Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.</p>
<p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>LAC.RI.7.5a Use signal words as a means of locating information.</p> <p>LAC.RI.7.5b Outline a given text to show how ideas build upon one another.</p> <p>LAC.RI.7.5c Determine the structure of a text.</p> <p>LAC.RI.7.5d Determine how the information in each section contribute to the whole or to the development of ideas.</p>
<p>RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>LAC.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>
<p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>LAC.RI.7.7 Compare/contrast how two or more authors write or present about the same topic.</p>
<p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>LAC.RI.7.8a Identify an argument or claim that the author makes.</p> <p>LAC.RI.7.8b Evaluate the claim or argument to determine if they are supported by evidence.</p> <p>LAC.RI.7.8c Distinguish claims or arguments from those that are supported by evidence from those that are not.</p>
<p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>LAC.RI.7.9a Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.</p> <p>LAC.RI.7.9b Compare/contrast how two or more authors write about the same topic.</p> <p>LAC.RI.7.9c Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>

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<p>RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>LAC.RI.7.10a Read or be read to a variety of informational texts or adapted texts.</p> <p>LAC.RI.7.10b Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.</p>
<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. d. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>LAC.W.7.1a Produce a persuasive permanent product which has an introduction that introduces a claim and acknowledges alternate or opposing claims.</p> <p>LAC.W.7.1b Create an organizational structure in which ideas are logically grouped to support the claim.</p> <p>LAC.W.7.1c Support the claim with logical reasoning and relevant evidence from credible sources.</p> <p>LAC.W.7.1d Use words, phrases, and clauses to link the claim and reasons and clarify relationships among ideas.</p> <p>LAC.W.7.1e Maintain a consistent style and voice.</p> <p>LAC.W.7.1f Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>LAC.W.7.2a Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.</p> <p>LAC.W.7.2b Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, and cause/effect).</p> <p>LAC.W.7.2c Develop the topic (i.e., add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>LAC.W.7.2d Use transitional words, phrases, and clauses that connect ideas and create cohesion.</p> <p>LAC.W.7.2e Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LAC.W.7.2f Maintain a consistent style and voice.</p> <p>LAC.W.7.2g Provide a concluding statement or section that follows from and supports the information presented.</p>

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<p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>LAC.W.7.3a Produce a narrative permanent product which engages and orients the reader by establishing a context and point of view and introducing the narrator and/or characters.</p> <p>LAC.W.7.3b Organize events so they unfold naturally.</p> <p>LAC.W.7.3c When appropriate, use narrative techniques (e.g., dialogue, pacing, and description), to develop experiences, events, and/or characters.</p> <p>LAC.W.7.3d Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>LAC.W.7.3e Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>LAC.W.7.3f Provide a conclusion that follows from the narrated experiences or events.</p> <p>LAC.W.7.3g Use words, phrases, or gathered information to accurately reflect literary context.</p>
<p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>LAC.W.7.4 Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), and audience (e.g., reader).</p>
<p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.</p>	<p>LAC.W.7.5a With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).</p> <p>LAC.W.7.5b With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen an informative/explanatory permanent product by adding transitional phrases, vary sentence types).</p>
<p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>LAC.W.7.6 Use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing).</p>

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<p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>LAC.W.7.7 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>
<p>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>LAC.W.7.8a List internet search terms for a topic of study. LAC.W.7.8b Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic. LAC.W.7.8c Quote or paraphrase the data and conclusions of others while avoiding plagiarism. LAC.W.7.8d Use a standard format to write citations. LAC.W.7.8e Provide a bibliography for sources that contributed to the creation of a permanent product.</p>
<p>W.7.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>LAC.W.7.9 Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p>
<p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>No Louisiana Connectors developed for this standard</p>
<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material</p>	<p>LAC.SL.7.1a Describe how the claims within a speaker's argument match own argument. LAC.SL.7.1b Discuss how own view or opinion changes using new information provided by others.</p>

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<p>under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>LAC.SL.7.1c Use information and feedback to refine understanding or products.</p> <p>LAC.SL.7.1d Use information and feedback to refine own thinking.</p>
<p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>LAC.SL.7.2a Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.</p> <p>LAC.SL.7.2b Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study.</p> <p>LAC.SL.7.2c Identify how information on a topic or text presented in diverse media and formats (e.g., visually, quantitatively, orally) contributes to understanding.</p>
<p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>LAC.SL.7.3a Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.</p> <p>LAC.SL.7.3b Evaluate the soundness or accuracy of reasons presented to support a claim.</p>
<p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>LAC.SL.7.4a Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.</p> <p>LAC.SL.7.4b Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</p>
<p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>LAC.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient</p>

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	points.
SL.7.6 Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.	No Louisiana Connectors developed for this standard
L.7.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	LAC.L.7.1a Use phrases and clauses accurately within a sentence. LAC.L.7.1b When appropriate, use simple, compound, complex, and compound-complex sentences when communicating.
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). b. Spell correctly. 	LAC.L.7.2a Use commas to separate coordinate adjectives. LAC.L.7.2b Spell words correctly.
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 	LAC.L.7.3a Use words, phrases, or gathered information to accurately reflect meaning. LAC.L.7.3b Choose language that expresses ideas precisely and concisely by eliminating wordiness and redundancy.
L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). c. Consult general and specialized reference materials (e.g., 	LAC.L.7.4a Use context as a clue to determine the meaning of a grade-appropriate word or phrase. LAC.L.7.4b Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word. LAC.L.7.4c Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word. LAC.L.7.4d Consult print or digital reference materials (e.g.,

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<p>dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p> <p>LAC.L.7.4e Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p>
<p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	<p>LAC.L.7.5a Identify allusion within a text or media.</p> <p>LAC.L.7.5b Interpret figures of speech (e.g., personification, allusions) in context.</p> <p>LAC.L.7.5c Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>LAC.L.7.5d Identify the connotative meaning (the idea associated with the word) of a word or phrase.</p> <p>LAC.L.7.5e Distinguish among the connotations (i.e., associations) of words with similar denotations (i.e., definitions) (e.g., <i>slim</i>, <i>skinny</i>, <i>scrawny</i>, <i>thin</i>).</p> <p>LAC.L.7.5f Use words, phrases, or gathered information to accurately reflect literary context.</p>
<p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>LAC.L.7.6a Use grade-appropriate general academic and domain-specific words and phrases accurately.</p>

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RL.8.1 Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	LAC.RL.8.1a Refer to details and examples in a text when explaining what the text says explicitly. LAC.RL.8.1b Use two or more pieces of evidence to support inferences, conclusions, or summaries or text. LAC.RL.8.1c Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	LAC.RL.8.2a Determine the theme or central idea of a text. LAC.RL.8.2b Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot. LAC.RL.8.2c Create an objective summary of a text.
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	LAC.RL.8.3a Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision. LAC.RL.8.3b Identify the use of literary techniques within a text. LAC.RL.8.3c Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character.
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	LAC.RL.8.4a Identify and interpret an analogy within a text. LAC.RL.8.4b Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	LAC.RL.8.5a Compare and contrast the structure of two or more texts. LAC.RL.8.5b Explain how language use contributes to the meaning of

¹ The draft Louisiana Connectors are based on the work developed by the National Center and State Collaborative (NCSC) project, led by five centers and 24 states.

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	a poem or drama.
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	LAC.RL.8.6a Compare and contrast the points of view of different characters in the same text. LAC.RL.8.6b Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.
RL.8.7 Analyze the extent to which non-printed media (e.g., film, drama, live production, art) connects to or departs from the text or script, evaluating the choices.	LAC.RL.8.7 Compare and contrast content presented in text, media, and live performance.
RL.8.8 (Not applicable to literature) ²	
RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or foundational religious works; describe how the material is rendered new.	LAC.RL.8.9 Compare modern works of literature to the texts from which they draw ideas.
RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	LAC.RL.8.10a Read or be read to a variety of literary texts or adapted texts including historical novels, dramas or plays, poetry (including soliloquies and sonnets), and fiction. LAC.RL.8.10b Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.
RI.8.1 Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	LAC.RI.8.1a Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. LAC.RI.8.1b Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide	LAC.RI.8.2a Determine two or more central ideas in a text. LAC.RI.8.2b Analyze the development of the central ideas over the

² Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.

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an objective summary of the text.	course of the text. LAC.RI.8.2c Provide/create an objective summary of a text.
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	LAC.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	LAC.RI.8.4a Identify and interpret an analogy within a text. LAC.RI.8.4b Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. LAC.RI.8.4c Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	LAC.RI.8.5a Use signal words as a means of locating information. LAC.RI.8.5b Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph. LAC.RI.8.5c Determine the structure of a text. LAC.RI.8.5d Determine how the information in each section contributes to the whole or to the development of ideas.
RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	LAC.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	No Louisiana Connectors developed for this standard
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	LAC.RI.8.8a Identify an argument or claim that the author makes. LAC.RI.8.8b Evaluate the claim or argument to determine if it is supported by evidence.
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on	LAC.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts

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matters of fact or interpretation.	disagree on matters of fact or interpretation.
RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	<p>LAC.RI.8.10a Read or be read to a variety of informational texts or adapted texts.</p> <p>LAC.RI.8.10b Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.</p>
<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>LAC.W.8.1a Produce a persuasive permanent product which has an introduction that introduces a claim and distinguishes it from alternate or opposing claims.</p> <p>LAC.W.8.1b Create an organizational structure in which ideas are logically grouped to support the claim.</p> <p>LAC.W.8.1c Support the claim with logical reasoning and relevant evidence from credible sources.</p> <p>LAC.W.8.1d Use words, phrases and clauses to link the claim and reasons and clarify relationship among ideas.</p> <p>LAC.W.8.1e Maintain a consistent style and voice.</p> <p>LAC.W.8.1f Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. 	<p>LAC.W.8.2a Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.</p> <p>LAC.W.8.2b Create an organizational structure (e.g., cause/effect, compare/contrast, descriptions and examples) that groups information logically to support the stated topic.</p> <p>LAC.W.8.2c Develop the topic (i.e., add additional information related to the topic) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>LAC.W.8.2d Use transitional words, phrases, and clauses that connect ideas and create cohesion.</p> <p>LAC.W.8.2e Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LAC.W.8.2f Maintain a consistent style and voice.</p>

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<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>LAC.W.8.2g Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>LAC.W.8.3a Produce a narrative permanent product which engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>LAC.W.8.3b Organize events so they unfold naturally.</p> <p>LAC.W.8.3c When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>LAC.W.8.3d Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>LAC.W.8.3e Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>LAC.W.8.3f Provide a conclusion that follows from the narrated experiences or events.</p> <p>LAC.W.8.3g Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) when communicating.</p>
<p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>LAC.W.8.4 Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), and audience (e.g., reader).</p>
<p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.</p>	<p>LAC.W.8.5a With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).</p> <p>LAC.W.8.5b With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen a persuasive permanent product by adding a reason, vary sentence types).</p>
<p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as</p>	<p>LAC.W.8.6 Use technology to produce and publish permanent products (e.g., use word processing to generate and collaborate on</p>

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well as to interact and collaborate with others.	writing).
W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	LAC.W.8.7 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<p>LAC.W.8.8a Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic.</p> <p>LAC.W.8.8b Quote or paraphrase the data and conclusions of others while avoiding plagiarism.</p> <p>LAC.W.8.8c Use a standard format to produce citations.</p> <p>LAC.W.8.8d Provide a bibliography for sources that contributed to the creation of a permanent product.</p>
<p>W.8.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, historical fiction, or foundational religious, including describing how the material is rendered new”).</p> <p>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	LAC.W.8.9 Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No Louisiana Connectors developed for this standard
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one,	LAC.SL.8.1a Use information and feedback to refine understanding.

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<p>in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	<p>LAC.SL.8.1b Use information and feedback to clarify meaning for readers.</p> <p>LAC.SL.8.1c Discuss how own view or opinion changes using new information provided by others.</p>
<p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>LAC.SL.8.2a Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).</p> <p>LAC.SL.8.2b Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).</p> <p>LAC.SL.8.2c Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.</p>
<p>SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>LAC.SL.8.3a Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.</p> <p>LAC.SL.8.3b Identify when irrelevant evidence is introduced within an argument.</p> <p>LAC.SL.8.3c Evaluate the soundness or accuracy (e.g., multiple sources to validate information) of reasons presented to support a claim.</p>
<p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear</p>	<p>LAC.SL.8.4a Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.</p> <p>LAC.SL.8.4b Report on a topic, with a logical sequence of ideas,</p>

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pronunciation.	appropriate facts and relevant, descriptive details which support the main ideas.
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	LAC.SL.8.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.8.6 Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.	No Louisiana Connectors developed for this standard
L.8.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. 	LAC.L.8.1a Use active and passive verbs when communicating. LAC.L.8.1b Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood when communicating.
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. 	LAC.L.8.2a Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break. LAC.L.8.2b Spell words correctly.
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). 	LAC.L.8.3a Use active and passive voice in writing to achieve a particular effect. LAC.L.8.3b Use verbs in the conditional and subjunctive mood to achieve a particular effect.
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a 	LAC.L.8.4a Use context as a clue to the meaning of a grade-appropriate word or phrase. LAC.L.8.4b Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a

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<p>word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>word.</p> <p>LAC.L.8.4c Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p> <p>LAC.L.8.4d Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p> <p>LAC.L.8.4e Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p>
<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). 	<p>LAC.L.8.5a Identify irony within a text or media</p> <p>LAC.L.8.5b Identify a pun within a text or media.</p> <p>LAC.L.8.5c Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.</p> <p>LAC.L.8.5d Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.</p> <p>LAC.L.8.5e Use the relationship between particular words to better understand each of the words.</p> <p>LAC.L.8.5f Distinguish among the connotations (i.e., associations) of words with similar denotations (i.e., definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>
<p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>LAC.L.8.6a Use grade-appropriate general academic and domain-specific words and phrases accurately.</p>

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RL.9-10.1 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	LAC.RL.9-10.1a Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text. LAC.RL.9-10.1b Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	LAC.RL.9-10.2a Determine the theme or central idea of an adapted grade appropriate text. LAC.RL.9-10.2b Determine how the theme develops. LAC.RL.9-10.2c Determine how key details support the development of the theme of an adapted grade-level text.
RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	LAC.RL.9-10.3a Identify character with multiple or conflicting motivations (i.e., a complex character). LAC.RL.9-10.3b Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	LAC.RL.9-10.4 Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.
RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and	LAC.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and

¹ The draft Louisiana Connectors are based on the work developed by the National Center and State Collaborative (NCSC) project, led by five centers and 24 states.

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manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9-10.6 Analyze a particular point of view or cultural experience reflected in works of literature, drawing on a wide reading of world literature.	LAC.RL.9-10.6 Compare and contrast works from different cultures with a common theme.
RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>)	LAC.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent in each treatment.
RL.9-10.8 (Not applicable to literature) ²	
RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	LAC.RL.9-10.9 Analyze how an author draws on source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	LAC.RL.9-10.10a Read or be read to a variety of literary texts or adapted texts including historical novels, classical dramas or plays, poetry, novels written by international authors, and fiction. LAC.RL.9-10.10b Read challenging grade-level literary texts. LAC.RL.9-10.10b Use strategies to derive meaning from a variety of print and non-print literary texts.
RI.9-10.1 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	LAC.RI.9-10.1a Use two or more pieces of evidence to support inferences, conclusions, or summaries. LAC.RI.9-10.1b Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.

² Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.

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<p>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>LAC.RI.9-10.2a Determine the central idea of a text. LAC.RI.9-10.2b Determine how the central idea develops. LAC.RI.9-10.2c Determine how key details support the development of the central idea of a text. LAC.RI.9-10.2d Create an objective summary of a text.</p>
<p>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>LAC.RI.9-10.3a Analyze key points throughout a text to determine the organizational pattern or text structure. LAC.RI.9-10.3b Identify connections between key points.</p>
<p>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>LAC.RI.9-10.4a Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings. LAC.RI.9-10.4b Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.</p>
<p>RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>LAC.RI.9-10.5a Analyze in detail how an author's ideas or claims are developed. LAC.RI.9-10.5b Identify key sentences or paragraphs that support claims.</p>
<p>RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>LAC.RI.9-10.6a Determine the author's point of view or purpose in a text. LAC.RI.9-10.6b Determine/identify the specific language/words that the author uses to advance the point of view or purpose. LAC.RI.9-10.6c Develop and explain ideas for why authors made specific word choices within text.</p>
<p>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>LAC.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>
<p>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>LAC.RI.9-10.8a Identify claims and arguments made by the author. LAC.RI.9-10.8b Delineate/trace the author’s argument and specific claims. LAC.RI.9-10.8c Evaluate the argument/claims that the author makes to</p>

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	<p>determine if the statements are true or false.</p> <p>LAC.RI.9-10.8d Delineate the argument and specific claims in two or more texts on related topics.</p> <p>LAC.RI.9-10.8e Assess the validity of the arguments across texts on related topics.</p>
<p>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>LAC.RI.9-10.9a Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail").</p> <p>LAC.RI.9-10.9b Analyze how seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail") address similar central ideas.</p>
<p>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>LAC.RI.9-10.10a Read or be read to a variety of informational texts or adapted texts.</p> <p>LAC.RI.9-10.10b Read challenging grade-level informational texts.</p> <p>LAC.RI.9-10.10c Use a variety of strategies to derive meaning from a variety print and non-print informational texts.</p>
<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships 	<p>LAC.W.9-10.1a Introduce claim(s) for an argument that reflects knowledge of the topic.</p> <p>LAC.W.9-10.1b Identify claim(s) from alternate or opposing claims(s) in writing.</p> <p>LAC.W.9-10.1c Create an organizational structure which develops relationships among claim(s), reasons, and evidence (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provide conclusion).</p> <p>LAC.W.9-10.1d Identify specific evidence for claim(s) and counterclaim(s).</p> <p>LAC.W.9-10.1g Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.</p>

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<p>between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>LAC.W.9-10.1h Maintain a consistent style and voice.</p> <p>LAC.W.9-10.1i Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.</p>
<p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>LAC.W.9-10.2a Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.</p> <p>LAC.W.9-10.2b Create an organizational structure (e.g., cause/effect, compare/contrast, descriptions and examples) that groups information logically to support the stated topic.</p> <p>LAC.W.9-10.2c Develop the topic (i.e., add additional information related to the topic) with relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.</p> <p>LAC.W.9-10.2d Use transitional words, phrases, and clauses that connect ideas and create cohesion.</p> <p>LAC.W.9-10.2e Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>LAC.W.9-10.2f Maintain a consistent style and voice.</p> <p>LAC.W.9-10.2g Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>LAC.W.9-10.3a Produce a narrative permanent product which engages and orients the reader by setting out a problem, situation, or observation and establishes one or multiple point(s) of view.</p>

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<p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>LAC.W.9-10.3b Sequence events so that they build on one another to create a smooth progression of experiences or events.</p> <p>LAC.W.9-10.3c Include plot and pacing techniques (e.g., flashback, foreshadowing, suspense) as appropriate.</p> <p>LAC.W.9-10.3d Include dialogue that advances the plot or theme (e.g., reveals character motivations, feelings, thoughts, how a character has changed perspectives).</p> <p>LAC.W.9-10.3e Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>LAC.W.9-10.3f Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>LAC.W.9-10.4 Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), or audience (e.g., reader).</p>
<p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>LAC.W.9-10.5a Develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft) focused on a specific purpose and audience.</p> <p>LAC.W.9-10.5b Strengthen writing by revising and editing (e.g., review a permanent product, strengthen informative/explanatory permanent products by adding examples, use parallel structure correctly).</p>
<p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>LAC.W.9-10.6 Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products).</p>

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<p>W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>LAC.W.9-10.7 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>
<p>W.9-10.8 Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>LAC.W.9-10.8a Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from authoritative print and/or digital sources relevant to a topic or stated claim.</p> <p>LAC.W.9-10.8b Integrate information presented by others into permanent products while avoiding plagiarism.</p> <p>LAC.W.9-10.8c Use a standard format to write citations.</p> <p>LAC.W.9-10.8d Provide a bibliography for sources that contributed to the creation of a permanent product.</p>
<p>W.9-10.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>LAC.W.9-10.9 Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p>
<p>W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>No Louisiana Connectors written for this standard</p>
<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’</p>	<p>LAC.SL.9-10.1a Work with peers to set rules for collegial discussions and decision-making.</p> <p>LAC.SL.9-10.1b Actively seek the ideas or opinions of others in a</p>

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<p>ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 	<p>discussion on a given topic or text.</p> <p>LAC.SL.9-10.1c Engage appropriately in discussion with others who have a diverse or divergent perspective.</p> <p>LAC.SL.9-10.1d Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.</p> <p>LAC.SL.9-10.1e Summarize points of agreement and disagreement within a discussion on a given topic or text.</p> <p>LAC.SL.9-10.1f Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</p>
<p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>LAC.SL.9-10.2 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.</p>
<p>SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>LAC.SL.9-10.3a Determine the speaker's point of view or purpose in a text.</p> <p>LAC.SL.9-10.3b Determine what arguments the speaker makes.</p> <p>LAC.SL.9-10.3c Evaluate the evidence used to make the argument.</p> <p>LAC.SL.9-10.3d Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration.</p>
<p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>LAC.SL.9-10.4 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas.</p>

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<p>SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>LAC.SL.9-10.5 Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>
<p>SL.9-10.6 Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>No Louisiana Connectors written for this standard</p>
<p>L.9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 	<p>LAC.L.9-10.1a Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing.</p> <p>LAC.L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.</p>
<p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. 	<p>LAC.L.9-10.2a Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.</p> <p>LAC.L.9-10.2b Spell correctly in writing.</p>
<p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Publication Manual of the American Psychological Association (APA)</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type. 	<p>LAC.L.9-10.3 Write and edit work to conform to guidelines in a style manual.</p>
<p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and</i></p>	<p>LAC.L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the</p>

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<p><i>content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>meaning of a word or phrase.</p> <p>LAC.L.9-10.4b Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p> <p>LAC.L.9-10.4c Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p> <p>LAC.L.9-10.4d Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.</p> <p>LAC.L.9-10.4e Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p>
<p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 	<p>LAC.L.9-10.5a Identify an oxymoron in a text.</p> <p>LAC.L.9-10.5b Identify the denotation for a known word.</p> <p>LAC.L.9-10.5c Interpret how literary devices advance the plot or affect the tone or pacing of a text.</p> <p>LAC.L.9-10.5d Interpret figures of speech in context.</p> <p>LAC.L.9-10.5e Explain differences or changes in the meaning of words with similar denotations.</p>
<p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>LAC.L.9-10.6a Use general academic and domain-specific words and phrases accurately.</p> <p>LAC.L.9-10.6b Use newly acquired domain-specific words and phrases accurately.</p>

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RL.11-12.1 Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	LAC.RL.11-12.1a Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text. LAC.RL.11-12.1b Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text. LAC.RL.11-12.1c Use evidence to support conclusions about ideas not explicitly stated in the text.
RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	LAC.RL.11-12.2a Determine two or more themes or central ideas of an adapted grade-level text. LAC.RL.11-12.2b Determine how the theme develops. LAC.RL.11-12.2c Provide/create an objective summary of a text.
RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama , including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.	LAC.RL.11-12.3a Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements. LAC.RL.11-12.3b Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	LAC.RL.11-12.4 Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.
RL.11-12.5 Analyze how an author’s choices concerning how to	LAC.RL.11-12.5 Analyze how an author's choices concerning how to

¹ The draft Louisiana Connectors are based on the work developed by the National Center and State Collaborative (NCSC) project, led by five centers and 24 states.

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structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.
RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	LAC.RL.11-12.6a Define satire, sarcasm, irony. LAC.RL.11-12.6b Differentiate from what is directly stated in a text from what is meant.
RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	LAC.RL.11-12.7 Analyze multiple interpretations of a story drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry) evaluating how each version interprets the source text.
RL.11-12.8 (Not applicable to literature) ²	
RL.11-12.9 Demonstrate knowledge of foundational works of U.S. and world literature, including how two or more texts from the same period treat similar themes or topics.	LAC.RL.11-12.9 Demonstrate knowledge of foundational words of U.S. and world literature, including how two or more texts from the same period treat similar themes or topics (e.g., historical reflection, social, morals).
RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–workplace/postsecondary text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11 –workplace/postsecondary text complexity band independently and proficiently.	LAC.RL.11-12.10a Read or be read to a variety of literary texts or adapted texts including historical novels, classical dramas or plays, poetry, novels written by international authors, and fiction. LAC.RL.11-12.10b Independently read challenging grade-level literary texts. LAC.RL.11-12.10c Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.
RI.11-12.1 Cite strong, thorough, and relevant textual evidence to	LAC.RI.11-12.1a Use two or more pieces of evidence to support

² Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.

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support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	inferences, conclusions, or summaries or text. LAC.RI.11-12.1a Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.
RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	LAC.RI.11-12.2a Determine two or more central ideas of a text. LAC.RI.11-12.2b Determine how the central ideas develop. LAC.RI.11-12.2c Determine how key details support the development of the central idea of a text. LAC.RI.11-12.2d Create an objective summary of a text.
RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	LAC.RI.11-12.3a Analyze key points throughout a text to determine the organizational pattern or text structure. LAC.RI.11-12.3b Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).	LAC.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	LAC.RI.11-12.5a Analyze the structure an author uses in his or her exposition or argument. LAC.RI.11-12.5b Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing.
RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is considered particularly effective, analyzing how style and content contribute to the student interpretation of power, persuasiveness, or beauty of the text.	LAC.RI.11-12.6a Determine the author's point of view or purpose in a text. LAC.RI.11-12.6b Determine what arguments the author makes. LAC.RI.11-12.6c Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness or beauty of the text.

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	LAC.RI.11-12.6d Develop and explain ideas for why authors made specific word choices within text.
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	LAC.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	<p>LAC.RI.11-12.8a Identify claims made by the author as being fact or opinion.</p> <p>LAC.RI.11-12.8b Distinguish reliable sources from non-reliable.</p> <p>LAC.RI.11-12.8c Evaluate the premises, purposes, argument that the author makes.</p> <p>LAC.RI.11-12.8d Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.</p> <p>LAC.RI.11-12.8e Assess the validity of the premises, purposes, arguments across texts on related topics.</p>
RI.11-12.9 Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	<p>LAC.RI.11-12.9a Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's — Letter from Birmingham Jail).</p> <p>LAC.RI.11-12.9b Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's — Letter from Birmingham Jail), address similar central ideas.</p>
RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–workplace/postsecondary text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–workplace/postsecondary text complexity band independently and proficiently.	<p>LAC.RI.11-12.10a Read or be read to a variety of informational texts or adapted texts.</p> <p>LAC.RI.11-12.10b Independently read challenging grade-level informational texts.</p> <p>LAC.RI.11-12.10c Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.</p>

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Louisiana Student Standard	Draft Louisiana Connectors (LAC) ¹
<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>LAC.W.11-12.1a Introduce claim(s) for an argument that reflects knowledge of the topic.</p> <p>LAC.W.11-12.1b Use context or related text to establish the significance of the claim(s).</p> <p>LAC.W.11-12.1c Identify claim(s) from alternate or opposing claims(s) in writing.</p> <p>LAC.W.11-12.1d Create an organizational structure for a permanent product which logically sequences claim(s), counterclaims, reasons, and evidence (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provides conclusion).</p> <p>LAC.W.11-12.1e Select the most relevant evidence for claim(s) and counterclaim(s).</p> <p>LAC.W.11-12.1f Develop clear claim(s) with the most relevant evidence for a topic or text.</p> <p>LAC.W.11-12.1g Use words, phrases, and clauses to create cohesion.</p> <p>LAC.W.11-12.1h Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.</p> <p>LAC.W.11-12.1i Maintain a consistent style and voice.</p> <p>LAC.W.11-12.1j Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.</p>
<p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to 	<p>LAC.W.11-12.2a Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.</p> <p>LAC.W.9-10.2b Create an organizational structure (e.g., cause/effect, compare/contrast, descriptions and examples) that groups information logically to support the stated topic.</p> <p>LAC.W.9-10.2c Develop the topic (i.e., add additional information related to the topic) with facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.</p> <p>LAC.W.11-12.2d Use transitional words, phrases, and clauses that</p>

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<p>the audience’s knowledge of the topic.</p> <ul style="list-style-type: none"> c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>connect ideas and create cohesion within writing.</p> <p>LAC.W.11-12.2e Use precise language, domain-specific vocabulary to manage the complexity of the topic.</p> <p>LAC.W.11-12.2f Maintain a consistent style and voice.</p> <p>LAC.W.11-12.2g Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone, and/or characters. e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>LAC.W.11-12.3a Produce a narrative permanent product which engages and orients the reader by setting out a problem, situation, or observation and establishes one or multiple point(s) of view.</p> <p>LAC.W.9-10.3b Use a variety of techniques to sequence events so they build on one another to create a smooth progression of experiences or events and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).</p> <p>LAC.W.11-12.3c Include plot and pacing techniques (e.g., flashback, foreshadowing, suspense) as appropriate.</p> <p>LAC.W.11-12.3d Include dialogue that advances the plot or theme (e.g., reveals character motivations, feelings, thoughts, how character has changed perspectives).</p> <p>LAC.W.11-12.3e Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>LAC.W.11-12.3f Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>

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W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	LAC.W.11-12.4 Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), or audience (e.g., reader).
W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	LAC.W.11-12.5a Develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft) focused on a specific purpose and audience. LAC.W.11-12.5b Strengthen writing by revising and editing (e.g., review a permanent product, strengthen an argument by finding relevant evidence as support, use hyphens correctly).
W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	LAC.W.11-12.6 Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products).
W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	LAC.W.11-12.7 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
W.11-12.8 Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (e.g., <i>MLA Handbook</i> , <i>Publication Manual of the American Psychological Association</i>).	LAC.W.11-12.8a Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from authoritative print and/or digital sources relevant to a topic or stated claim. LAC.W.11-12.8b Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into permanent products while avoiding plagiarism. LAC.W.11-12.8c Use a standard format to write citations. LAC.W.11-12.8d Provide a bibliography for sources that contributed to the creation of a permanent product.
W.11-12.9 Draw relevant evidence from grade-appropriate literary or	LAC.W.11-12.9 Provide evidence from grade-appropriate literary or

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<p>informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy. 	<p>informational texts to support analysis, reflection, and research.</p>
<p>W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>No Louisiana Connectors written for this standard</p>
<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; 	<p>LAC.SL.11-12.1a Work with peers to promote democratic discussions. LAC.SL.11-12.1b Actively seek the ideas or opinions of others in a discussion on a given topic or text. LAC.SL.11-12.1c Consider a full range of ideas or positions on a given topic or text when presented in a discussion. LAC.SL.11-12.1d Engage appropriately in discussion with others who have a diverse or divergent perspectives. LAC.SL.11-12.1e Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text LAC.SL.11-12.1f Summarize points of agreement and disagreement within a discussion on a given topic or text. LAC.SL.11-12.1g Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</p>

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<p>resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	
<p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>LAC.SL.11-12.2 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.</p>
<p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>LAC.SL.11-12.3a Determine the speaker's point of view or purpose in a text. LAC.SL.11-12.3b Determine what arguments the speaker makes. LAC.SL.11-12.3c Evaluate the evidence used to make the speaker's argument. LAC.SL.11-12.3d Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric for ideas, relationship between claims, reasoning, and evidence, and word choice.</p>
<p>SL.11-12.4 Present information, findings, and supporting evidence, while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, address alternative or opposing perspectives, and use organization, development, substance, and style that are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>LAC.SL.11-12.4 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas.</p>
<p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>LAC.SL.11-12.5 Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>

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<p>SL.11-12.6 Adapt speech to a variety of contexts, audiences, and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	No Louisiana Connectors written for this standard
<p>L.11-12.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed. 	No Louisiana Connectors written for this standard
<p>L.11-12.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. 	<p>LAC.L.11-12.2a Use hyphenation conventions.</p> <p>LAC.L.11-12.2b Spell correctly.</p>
<p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 	<p>LAC.L.11-12.3a Create and edit permanent products to conform to guidelines in a style manual.</p> <p>LAC.L.11-12.3b Vary syntax within writing for effect.</p>
<p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). c. Consult general and specialized reference materials (e.g., 	<p>LAC.L.11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.</p> <p>LAC.L.11-12.4b Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p> <p>LAC.L.11-12.4c Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p> <p>LAC.L.11-12.4d Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a</p>

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<p>dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>word.</p> <p>LAC.L.11-12.4e Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p>
<p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>LAC.L.11-12.5a Identify hyperbole in a text.</p> <p>LAC.L.11-12.5b Interpret how literary devices advance the plot or affect the tone or pacing of a text.</p> <p>LAC.L.11-12.5c Interpret figures of speech in context.</p> <p>LAC.L.11-12.5d Explain differences or changes in the meaning of words with similar denotations.</p>
<p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>LAC.L.11-12.6a Use general academic and domain-specific words and phrases accurately.</p> <p>LAC.L.11-12.6b Use newly acquired domain-specific words and phrases accurately.</p>